

**Level 2 Award in Leadership and Team Skills**

Candidate Pack

2012/13

Clive Betts

Centre Co-ordinator

# Introduction to the ILM Level 2 Award in Leadership and Team Skills

The Level 2 Award in Leadership and Team Skills will provide learners with an introduction to the skills needed when leading teams, covering areas such as self development, improving team performance, planning and monitoring work and encouraging innovation.

## Is this the right qualification for you?

The following profile is provided to help you confirm that this is the right qualification for you:

* The qualification is aimed at staff who lead teams. The most common job title for these members of staff are “Team Leaders” although other titles are also used.
* Team leaders are best perceived as being part of a team; first and foremost they are practitioners or operators working alongside other team members. Being leaders of teams augments this role, but does not significantly affect their general responsibility to engage in the same or complementary job tasks as the other team members. Given that teams are likely to contain relatively small numbers of people (probably in the range 6 – 12), the team leader’s span of control is quite small.
* The team leader role is distinct from that of middle managers in its tendency to focus on the shorter term, on the day-to-day performance of the team and its members. This means a responsibility for allocating tasks between team members, for ensuring that individuals are supported in the performance of their job role, and that output conforms to the requirements of the organisation and its customers. Communication between the team and its managers is a significant part of the team leader role.
* Rarely do Team leaders manage staff who also have responsibility for managing others (eg other Team leaders).
* Team leaders can be expected to be aware of the need to satisfy customer or supplier requirements as agreed by the organisation, and to be alert to these as they are notified to the team. Team leaders are expected to encourage team members to respond appropriately to these requirements within the parameters laid down by the organisation. They will have no power to amend standard practices but may have to decide on more complex decisions within tightly defined boundaries (eg whether a product meets the quality standards or a customer fits into a particular pricing category). This decision-making primarily reflects the team leader’s perceived superior technical competence or experience rather than being a managerial quality.

## Overview of the ILM Award programme

The Level 2 Award in Leadership and Team Skills consists of three ILM Units. Each Unit is delivered as a standalone workshop and all three workshops have to be completed to achieve the Award. The Units are detailed in the Scheme of Work below.

In addition to these three Units candidates will also attend a mandatory induction and will receive tutorial support by email and face-to-face from nominated tutors.

A summary of the whole programme is presented in the table below.

## Overview of the Level 2 Award in Leadership and Team Skills

|  |  |
| --- | --- |
| **Learning component** | **Note** |
| **Induction workshop (2 hours)** | This workshop will give you all the basics you need to know about the programme, the assessment process, record keeping and so forth.The workshop supplements this handbook. |
| **New Managers Programme** | A suite of workshops that gives new managers an overview of the management scene at the University and offer a chance to identify the resources and support available. There is also an opportunity for new managers to network and learn from more experienced staff. |
| **H/503/9991 Developing yourself as a team leader** | 1 day workshop with guided reading |
| **R/503/9394 Improving the performance of the work team** | 1 day workshop with guided reading |
| **Y/503/9695 Planning and monitoring work** | 1 day workshop with guided reading |
| **Tutorial Support** | You will receive 1-1 support from Centre staff leading up to your assessments |

# Scheme of Work for the Team Leading Award

## Level 2 Award in Team Leading (3 credits / 22 guided learning hours)

|  |  |
| --- | --- |
| **Activity Title****Method of delivery** | **New Managers Programme****Series of Workshops and guided reading** |
| **Learning Outcomes** | * Management and governance of the University (How the University works – decision making and governance workshop)
* Goals and targets of the University (Goals and targets workshop)
* HR policies and guidelines for managers (HR website)
* Managing absence and performance (Managing staff performance and absence workshop)
* Shared experiences with other new managers (Spotlight on Management)
* Insights from experienced staff in a range of management roles (Spotlight on Management)
 |
| **Guided learning hours** | Total 10 hours + (distributed over whole programme)  |
| **Guided reading** | * University policies
* University website
* You e-Develop resources
 |
| **Assessment method** | Not applicable |

|  |  |
| --- | --- |
| **Activity Title****Method of delivery** | **ILM Induction and assessment workshop****2 hour workshop** |
| **Learning Outcome** | * An outline of the qualification and the related learner support available (including the Study Guides which can be downloaded from [www.i-l-m.com](http://www.i-l-m.com))
* ILM studying membership and benefits
* The aims of the learning programme
* Expectations of, and benefits to, the individual and where relevant, their employer
* Format of the programme – content, hours, attendance, delivery methods, etc
* The assessment requirements, including assessment criteria
* Roles and responsibilities of centre staff, learners and ILM
* Learning and study skills, including reference to use of library, internet and any open or on-line learning to be used
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism
 |
| **Guided learning hours** | Total 2 hours |
| **Guided reading** | Candidate & Assessment Pack |
| **Assessment method** | Not applicable |

|  |  |
| --- | --- |
| **Activity title and method of delivery** | **Workshop: Developing yourself as a team leader*** Best/Worst Leader exercise to start to identify skills and attributes of a good team leader
* John Adair – Action Centred Leadership Model to stimulate thought and discussion with regard to the roles, function and responsibilities of the team leader
* Identification of own leadership style; Facilitator, Coach or Co-ordinator and the benefits/challenges of their style
* Exploration of the differences between authority and accountability
* An introduction to feedback and the benefits of feedback, identifying the positive impact it can have on personal development
* Action planning and the use of reflective learning skills to identify areas of development
* Consideration of the Team Leaders positions in life with regard to their attitude to others and themselves though the use of the Attitude Cube. Challenge on how ready they are to seek feedback, listen to it and respond
 |
| **Learning Outcome** | **Unit H/503/9991 Developing yourself as a team leader:*** Understand the role and responsibilities of the team leader.
* Be able to seek, accept and respond positively to feedback on personal performance.
 |
| **Guided learning hours** | Total 7 hours:* Team Leading course
* New managers programme
* Guided reading
 |
| **Guided reading** | * John Adair Action Centred Leadership
* Johari Window
* Online ILM resources from the Learning Zone
* Online resources on You e-Develop
 |
| **Assessment method** | Assignment: Development plan |

|  |  |
| --- | --- |
| **Activity title and method of delivery** | **Workshop: Improving performance of the work team*** Provide an overview of Exeter University’s policies on performance management, attendance, conduct etc
* Short case studies to help focus on how to identify performance issues and what immediate action to take
* Input on the key principles of managing performance on a day to day basis and the importance of identifying the ‘gap’
* Interactive scenario to apply learning, to experience what it is like to hold performance related conversations
* Reflection on interpersonal behaviours that are helpful whilst meeting team members on a one to one basis
* Use DVD ‘Performance Review’ as a case study
* Consideration of level of authority and accountability and how to plan work accordingly
* An overview of key motivation theories and how these can be applied in practice
* Discussion of what motivation techniques are within a team leader’s span of control, followed by generation of practical ideas to try at work
* How to give feedback using feedback models – including an interactive exercise to practice and then individual reflection on key learning
 |
| **Learning Outcome** | **R/503/9694 Improving the performance of the work team:** * Understand the organisation’s requirements in relation to team performance
* Understand how to address underperformance
* Understand the role of motivation in improving performance
 |
| **Guided learning hours** | Total 7 hours:* Team Leading course
* New managers programme
* Guided reading
 |
| **Guided reading** | * Maslow
* Herzberg
* Hackman & Oldham
* W3 Feedback Model Online
* ILM resources from the Learning Zone.
* Online resources on You e-Develop
 |
| **Assessment method** | Assignment: Presentation preparation  |

|  |  |
| --- | --- |
| **Activity title and method of delivery** | **Workshop: Planning and monitoring work*** Input on how organisational objectives link to faculty and department objectives and ultimately individual objectives
* Explain the importance of SMART objectives and how these help in planning and monitoring work performance
* Interactive exercises to help learners to develop skills in writing SMART objectives
* Exploration of how and why conflicts might conflict and what actions a team leader can take to address these situations
* Consider key policies and how these provide procedures to help team leaders to plan and monitor performance, e.g. Performance Development Review
* Input on the team theory and how teams evolve, including how a team leader can flex their style to meet the needs of the team
* Use of Belbin questionnaire and discussion about how a team leader can use this model to improve team effectiveness
* Key communication techniques to help team leaders to have presence when communicating instructions
* Interactive exercise to practice communication skills
* Monitoring methods including the use of one to ones, team meetings, Gantt charts, RACI
* How to address performance which is below standard to prevent problems from escalating
* Mini role plays to practice holding potentially ‘difficult conversations’
 |
| **Learning Outcome** | **Y/503/9695 Planning and monitoring work**: * Understand how to work within the organisational guidelines to achieve team goals
* Understand how to plan and allocate work
* Understand how to monitor a team’s performance against the plan
 |
| **Guided learning hours** | Total 7 hours:* Team Leading course
* New managers programme
 |
| **Guided reading** | * SMART objectives
* Tuckman
* Belbin
* ILM resources from the Learning Zone.
* Online resources on You e-Develop
 |
| **Assessment method** | Assignment: Develop and monitor a “project” plan |

## Tutorial support

Tutorial support will be given on request to help embed learning and tackle assessments. These sessions will usually be face-to-face but can be skype, email or telephone.

Introduction to assessments used for this qualification

## Assignments

You will be required to submit a variety of pieces of work for the Units as described in the Scheme of Work for this qualification. These are summarised in the table below. Each Unit has clear assessment criteria which you will need to meet in our submitted work. Although there are recommended lengths of submissions (and the amount of time needed to achieve this) these are not strict – it is up to you to make sure your piece of work meets all the assessment criteria and is clear and concise.

Please structure your assignments using the headings in the Assessment Guide for each Unit (contained at the end of this document).

## Submitting drafts

You are encouraged to submit drafts to your assessor (notified during the Assessment workshop) prior to your final submission. You may submit a maximum of two drafts prior to final submission. Any further drafts submitted will be treated as a final submission and will be marked accordingly.

## Failing to meet the assessment criteria

If a final submission *still* fails to meet all the criteria you will be asked to re-submit your work after further work which will be indicated when you are given feedback by your assessor. You are allowed one re-submission.

After this you will be required to pay an assessment fee (varies with qualification, currently – L2 = £25; L3 = £30; L4 = £40) for every re-submission for that Unit.

Summary of assessments for this qualification

|  |  |
| --- | --- |
| **Learning component** | **Assignment task** |
| **H/503/9991 Developing yourself as a team leader** | Development plan |
| **R/503/9694 Motivating the work team to perform** | Presentation preparation |
| **Y/503/9695 Planning and monitoring work** | Develop and monitor a “project” plan |

Assessment Guides

## H/503/9991 Developing yourself as a Team Leader

**Assignment Task for Unit: Development plan**

|  |
| --- |
| **TASK**The purpose of the unit is to enable you to develop yourself as a team leaderEffective Team Leaders understand their roles, functions and responsibilities; and the limits of their authority and accountability. They also know how to seek, accept and respond positively to feedback on personal performance to improve their workplace performance.In order to complete this task you will need to create a personal development plan. You will need to identify current strengths and weaknesses and areas for improvement. A part of this will be outlining the role of a team leader and the impact they have on their team. Think about how you interact with your team, gathering feedback from your team on this, as well as your performance as a team leader in general. Once you have identified areas for improvement you will need to develop a plan to achieve this with clear criteria for measuring success. You could include feedback from your line manager in addition to that of your colleagues. You may have other documentation you could use such as a Personal Development Review from your workplace.Your plan should include:* Stage 1. What needs to be developed
* Stage 2. What actions/development needs to be done to achieve this
* Stage 3. How success will be determined
* Stage 4. Target date for completion

**NOTE:***You should plan to spend up to 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.**Check your assignment carefully prior to submission using the assessment criteria.* |
| *Please use the sub-headings shown below when structuring your Assignment* | Assessment Criteria |
|  **Understand the role and responsibilities of the team leader**. | * Outline the role of the team leader (12marks)
* List the responsibilities of the team leader within the team (8marks)
* Outline the limits of the team leaders authority and their accountability (12marks)
* Give an example of a situation where they would need to refer to someone with senior authority (8 marks)
 |
|  **Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement** | * Gather feedback on own performance from different sources (12 marks)
* Interpret the feedback and list areas for improvement (20marks)
* Prepare an action plan to address weaknesses and improve performance (28marks)
 |

## R/503/9694 Improving the performance of the work team

**Assignment Task for Unit: Presentation preparation**

|  |
| --- |
| **TASK**The purpose of this assignment is for you to develop an understanding of the organisational goals of the team and how to motivate team members to achieve these.You will need to prepare materials (such as handouts, Power-point slides) for giving a presentation to your team outlining what the organisation expects your team to do to achieve their performance targets. You will need to demonstrate how individual team members contribute to the team’s objectives and to suggest actions for improvement where underperformance may occur. These improvement activities would relate to a motivational theory to justify how you can encourage team members to achieve their objectives. **NOTE:***You should plan to spend up to 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.**Check your assignment carefully prior to submission using the assessment criteria.* |
| *Please use the sub-headings shown below when structuring your Assignment* | Assessment Criteria  |
| **Understand the organisation’s requirements in relation to team performance**You will need to establish what the organisation expects from your team that meets their productivity performance levels and for you to determine how this can be achieved by providing clear (SMART) objectives for the team to achieve.  | * Outline the organisations requirements of the team in line with company policy (12 marks)
* Outline the teams objectives in achieving organisational targets (12 marks)
* Explain how individual performance of team members affects the overall performance of the team (16 marks)
 |
| **Understand how to address underperformance**In instances where the team is not meeting its agreed performance levels, you will need to identify actions that could be taken to rectify this underachievement.  | * Identify indicators of underperformance in relation to own team (8 marks)
* Explain the possible causes of underperformance (12 marks)
* List actions that could be taken to rectify underperformance (8 marks)
 |
| **Understand the role of motivation in improving performance**In your presentation materials you should be able to show how you could apply a motivational theory to ways for addressing under-performance.  | * Outline a recognised theory of motivation (12 marks)
* Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation (20 marks)
 |

## Y/503/9695 Planning and monitoring work

**Assignment Task for Unit: Develop and Monitor a Project Plan**

|  |
| --- |
| **TASK**The purpose of the unit is to enable you to develop an understanding of the effective planning and monitoring of work as required by a practising or potential team or cell leaderThis task requires you to develop a “project” plan to achieve a team or departmental goal. You will need to show how you plan and allocate work for a team in-line with organisational policies. You will need to give example(s) of policy(s) that could influence your approach to planning. The planning of work needs to be focused on the team/departments contribution to the achievement of the organisations’ goals so you will be required to illustrate this through demonstrating a clear understanding of the organisations’ objectives and targets by linking your team/departmental goal to the overarching organisational goal(s).You will need to demonstrate an understanding of the key stages in planning and allocating work and explain how you will do this including how you will ensure team members understanding of the requirements.You will also need to show how you will monitor achievement of tasks against the plan and how you will address any underperformance.**NOTE:***You should plan to spend up to 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.**Check your assignment carefully prior to submission using the assessment criteria.* |
|  | Assessment Criteria  |
|  **Understand how to work within the organisational guidelines to achieve team goals** | * Identify an organisational policy that can have an effect on the planning and allocation of work (8 marks)
* Give an example of a target or objective that a team is working to achieve (12 marks)
 |
| **Understand how to plan and allocate work** | * List the key stages when planning and allocating work (8 marks)
* Describe how work is allocated to meet team objectives (20 marks)
* Describe how to check that team members understand their allocated work (16 marks)
 |
| **Understand how to monitor a team’s performance against the plan**  | * Outline a method to monitor the team’s performance against the plan (16 marks)
* Describe an action the team leader could take to rectify underachievement against the plan (20 marks)
 |